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ABSTRACT

This publication, the ninth annual report of the Division of Federal Assistance of the Ohio Department of Education, summarizes the work of the division during fiscal 1974 (July 1, 1973-June 30, 1974). In addition to presenting statistical, fiscal, and graphic data, the report is designed to help educators and other interested persons to: understand the various federal programs administered by the division, review the size and scope of these categorical aid programs; comprehend the past, present, and potential impact of the educational opportunities provided throughout the various acts and titles; and recognize the progress made during the past five years. During fiscal 1974, the Division of Federal Assistance had seven distinct areas of responsibility connected with the Elementary and Secondary Education Act: (1) Basic Title I, designed to meet critical instructional needs of selected educationally disadvantaged children; (2) Special Title I, designed to meet the educational needs of children of migratory agricultural workers, handicapped children in state-operated schools, and orphaned, neglected, and delinquent children in state operated schools; (3) Title II, which provides funds for library resources and other instructional materials; (4) Title V, which provides funds for strengthening leadership capabilities of the Ohio Department of Education; and (5) Adult Basic Education. (Author/JM)

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EDUCATIONAL OPPORTUNITIES

through federal assistance programs

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Division of Federal Assistance

An Overview

This publication, the ninth annual report of the Division of Federal Assistance of the Ohio Department of Education, summarizes the work of the division during fiscal 1974 (July 1, 1973—June 30, 1974). In addition to presenting statistical, fiscal, and graphic data, the report is designed to help educators and other interested persons to:

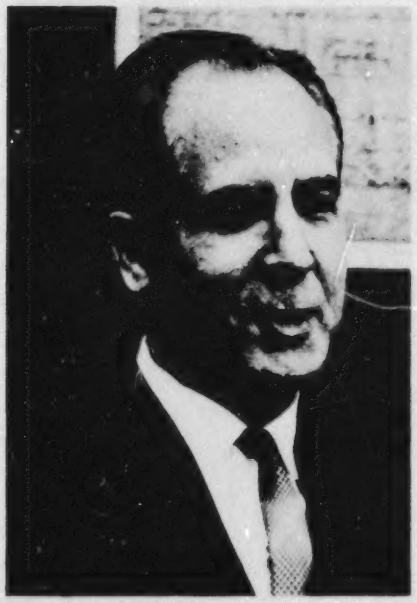
- Understand the various federal programs administered by the division.
- Review the size and scope of these categorical aid programs.
- Comprehend the past, present, and potential impact of the educational opportunities provided through the various acts and titles.
- Recognize the progress made during the past five years.

During fiscal 1974, the Division of Federal Assistance had seven distinct areas of responsibility connected with the Elementary and Secondary Education Act:

- Basic Title I, designed to meet critical instructional needs of selected educationally disadvantaged children.
- Special Title I, designed to meet the educational needs of children of migratory agricultural workers.
- Special Title I, designed to meet the educational needs of handicapped children in state-operated schools.
- Special Title I, designed to meet the educational needs of orphaned, neglected, and delinquent children in state-operated schools.
- Title II, which provides funds for library resources and other instructional materials.
- Title V, which provides funds for strengthening leadership capabilities of the Ohio Department of Education.
- Adult Basic Education, designed primarily for individuals sixteen or older with less than an eighth grade education or its functional equivalent.

Responsibility for four other federal programs was also delegated to the division. These were:

- Public Law 81-874, which provides funds for the maintenance and operation of schools in districts where federal activities have placed a financial burden.
- Public Law 81-815, which provides funds for the construction of school facilities in districts having substantial increases in enrollment as a result of federal activities.
- Amendments to Public Laws 81-874 and 81-815, which provide funds to school districts for the purpose of replacing or restoring facilities destroyed or damaged as a result of a major natural disaster.
- National Defense Education Act Title III, which provides funds in selected curriculum areas for materials, equipment, and minor remodeling of laboratories and classrooms.



Martin W. Essex
Superintendent of Public Instruction

G. Robert Bowers
Assistant Superintendent, Instruction

R. A. Horn, Director
Division of Federal Assistance

Division Services

Major services provided by the Division of Federal Assistance to local school districts and to state-operated schools eligible for funds are:

- Assistance in the planning and development of project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet state and federal guidelines related to size, scope, and quality.
- Approval of ESEA Title I, ESEA Title II, Adult Basic Education, and NDEA Title III project proposals.
- Assistance with project development, implementation, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursement of funds, and preparation of statistical and financial reports to state and federal agencies.

The principal means by which division staff members provide information about the various programs are (1) office conferences; (2) field services; (3) meetings and workshops for various groups of educators; and (4) publications and audiovisual presentations.

Conferences and Workshops

During fiscal 1974, over thirty conferences and workshops were sponsored by the Division of Federal Assistance. The largest was a conference in May for over 500 Title I administrators and teachers. Scenes from this event appear on this page and the next. Other conferences and workshops are mentioned elsewhere in this report.

Marilyn Van Derbur, Member of the President's Advisory Council on Education; Martin W. Essex, State Superintendent of Public Instruction

R. A. Horn, Director of the Division of Federal Assistance; Richard L. Fairley, Director, Division of Compensatory Education, U.S. Office of Education; Robert Greer, Assistant Superintendent, Urban Education

Arlie Cox
Assistant Director
Division of Federal Assistance

John C. Manning
Professor
University of Minnesota

Dissemination of Information

Guidelines for Title I and certain other federally funded programs require the state educational agency to disseminate pertinent information.

The most innovative method used in fiscal 1974 to publicize one of the state's federally funded programs was a three-screen, multi-media presentation entitled *Title I–It's Working*. This presentation was shown numerous times to state, local, and national audiences.

The Division of Federal Assistance also distributed printed information about guidelines, application procedures, and promising educational practices. A list of division publications for fiscal 1974 follows:

Educational Opportunities Through Federal Assistance Programs. The annual report of the Division of Federal Assistance.

The Clipboard. An eight-page newsletter about programs administered by the Division of Federal Assistance.

Title I in Ohio: Eighth Annual Evaluation of Title I ESEA, Fiscal Year 1973. A statistical report.

¡Manden Sus Hijos a la Escuela! Send Your Children to School! A bilingual brochure urging parents of migrant children to enroll their children in one of the listed programs.

Media Selection Policy. A Title II, ESEA, brochure encouraging the development and use of a locally written media selection policy.

Title II, ESEA, and the Right to Read. A booklet outlining the nature and scope of eighteen special purpose grants.

25,000 Students and Growing. An Adult Basic Education recruitment brochure incorporating a "You Can" theme.

Publication Awards

The Ohio Department of Education received ten awards in 1974 for Division of Federal Assistance publications or feature articles.

Five of the awards were presented by the National Association of State Education Department Information Officers. *Title I in Ohio* and the *25,000 Students and Growing* recruitment kit for Adult Basic Education received awards of distinction for educational communication. *Building a Successful Adult Basic Education Program: The Director's Role*, *The Clipboard*, and *Educational Opportunities Through Federal Assistance Programs* received honorable mention.

Four awards were given for excellence in educational journalism by the Educational Press Association of America. Two were for feature articles in 1973 issues of *The Clipboard*: "A Better Tomorrow," an article in the June issue, and "Ann's Magic Key," an article in the September issue. *Building a Successful Adult Basic Education Program: The Director's Role* and *Strategies and Responsibilities in Adult Basic Education Programs* were recognized in the special publications category.

Title II, ESEA, and the Right to Read was a winner in a publications contest sponsored by the National School Public Relations Association's Central Buckeye Chapter.

Basic Programs for Disadvantaged Youth

Title I of the Elementary and Secondary Education Act was approved in 1965 on the promise that localities with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. The funds provided by Title I are to be used to provide supplementary instruction for such students.

Local public school districts receive grant awards based on a formula dependent on the number of children aged five through seventeen residing in the district who are:

- From low-income families.
- From families receiving aid for dependent children.
- In institutions for neglected or delinquent children and being educated by the district.
- In foster homes in the district.

School District Participation

By the nature of the grant award formula, nearly all school districts in Ohio qualify for funds and, except for a few with small allocations, most participate.

Fiscal Year	Districts Participating	Percent of All Districts
1970	602	94%
1971	604	94
1972	587	92
1973	589	92
1974	594	93

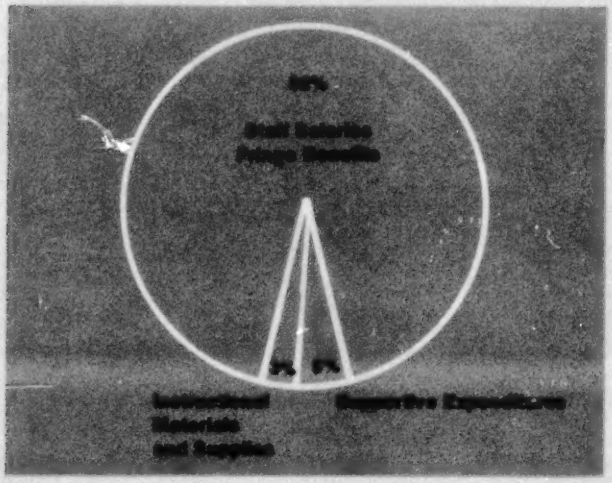
Five-Year Summary of Grant Awards

Recent grant awards to Ohio for basic Title I programs have ranged from a low of $38,100,000 in fiscal 1970 to a high of $47,900,000 in fiscal 1973. The grant award for fiscal 1974 was nearly a million dollars lower than that for the preceding year.

Fiscal Year	Grant Award
1970	$38,131,537
1971	40,791,479
1972	41,671,731
1973	47,881,766
1974	46,958,112

Expenditures by Major Categories

During 1974, ninety-two percent of all Title I expenditures by local public school districts was for salaries and related services, including inservice activities. As shown below, another three percent was spent for instructional materials and supplies. Of the five percent used for supportive expenditures, about one half of one percent went for equipment.



Expenditures by Major Instructional Areas

For the last two years, seventy-five percent of all Ohio Title I money was used for reading instruction. Second in rank is preschool education, where eleven percent was expended in fiscal 1974. Expenditures for all other areas of instruction have leveled off at about fourteen percent.

Fiscal Year	Reading	Preschool Education	Mathematics	Tutorial Services	Other*
1970	72%	8%	8%	7%	5%
1971	71	10	9	6	4
1972	73	12	8	5	2
1973	75	12	7	4	2
1974	75	11	9	3	2

*Special education and vocational education

Regular and Summer Term Expenditures

Of the 594 Ohio school districts using Title I funds in fiscal 1974, eighty-six percent provided regular term instruction only. Ten percent conducted Title I activities during both regular and summer terms. The remaining four percent, mostly districts with small allocations, had summer term programming only.

Most Title I money is now used during the regular term. The reason is that the children in need of compensatory services can be helped on a more concentrated basis. In both fiscal 1973 and 1974, over ninety percent of all expenditures were for regular term programming.

Fiscal Year	Regular Term Expenditures	Summer Term Expenditures
1970	69%	31%
1971	82	18
1972	86	14
1973	92	8
1974	91	9

Participant Selection and Enrollment Trends

After identifying its "target areas," a district surveys the educational needs of all children living in these areas. Services are then planned to help students most in need of supplemental instruction. Arrangements are included for involvement of nonpublic students residing in the qualifying areas and having educational needs similar to those of participating public school students.

The total number of participants has decreased nearly twenty-three percent in the last five years. The two most apparent reasons are:

- Criteria for selecting students have been tightened in favor of more concentrated instruction.
- The level of Title I funding has not kept pace with the rate of inflation. In fiscal 1974, a period of double digit inflation, Ohio's share decreased nearly one million dollars.

Approximately sixty-five percent of the children participating in Title I during fiscal 1974 were enrolled in grade three or below, an increase of thirteen percent since 1970. By contrast, the percentage of students enrolled in grade seven or above dropped from twenty to eight percent. This trend does not indicate there are no educationally disadvantaged students in Ohio's secondary schools. Instead, it points out that priorities have been established in line with the current level of funding. Approximate percentages of children served in various grade ranges follows:

Fiscal Year	Participants	Grade Ranges				
		PreK-K	1-3	4-6	7-9	10-12
1970	159,239	9%	43%	28%	16%	4%
1971	140,261	9	47	27	12	5
1972	132,928	10	51	28	8	3
1973	123,340	10	53	28	7	2
1974	122,629	10	55	27	6	2

Participant Expenditure Trends

Information is collected on participant expenditure trends for both regular and summer term Title I activities. Comparison of the data suggests that regular term services have become more concentrated each year while those for summer school tend to be less concentrated or less extensive. For the average participant involved in both regular and summer term activities, the amount expended in fiscal 1974 jumped $67 from that of fiscal 1973.

Fiscal Year	Average Participant Expenditure		
	Regular Term	Summer Term	Both Terms
1970	$276	$141	$417
1971	304	124	428
1972	343	129	472
1973	376	101	477
1974	406	138	544

Title I Limitations

A generally accepted principle of Title I programming is that concentrated services must be provided to individual children if substantial progress is to be made. It follows that a substantial number of dollars must be used per child. When only limited funds are made available to school districts having many eligible children, not all of them meeting the selection criteria can be served. In fact, during both fiscal 1973 and 1974, *twice as many qualifying children in Ohio were unserved as served!*

Fiscal Year	Children Qualifying	Percent of Qualified Children	
		Served	Not Served
1970	344,172	46%	54%
1971	359,480	43	57
1972	366,582	37	63
1973	371,340	33	67
1974	366,300	33	67

Title I has been, and is now, funded at a much lower level than authorized by Congress. For this reason, the percent of qualifying building attendance areas that receive Title I services is declining.

Fiscal Year	Buildings Qualifying	Percent of Qualified Buildings	
		Served	Not Served
1970	2,736	84%	16%
1971	2,721	82	18
1972	2,834	79	21
1973	2,579	77	23
1974	2,577	76	24

Parent Involvement

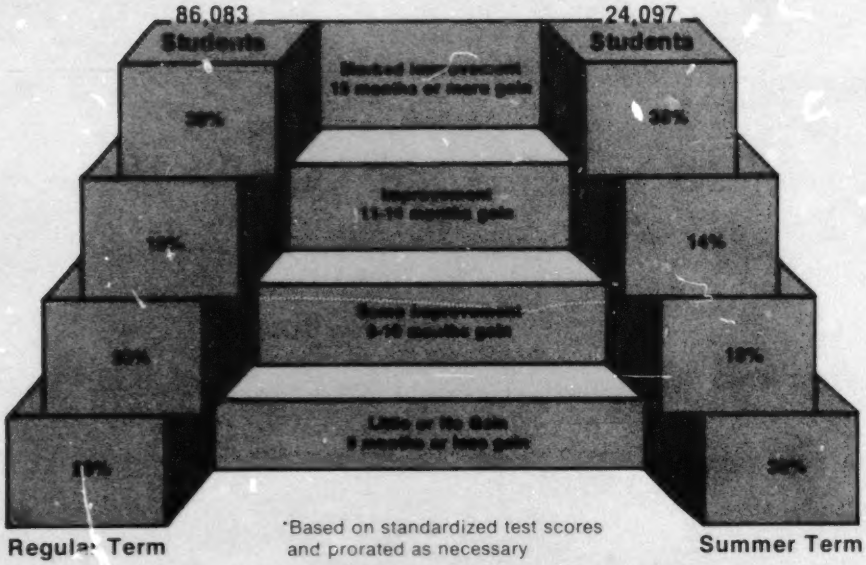
Parent involvement is an important means of improving Title I effectiveness. In fiscal 1974, for the third year, over 6,000 parents served as members of parent advisory councils. Thousands of other parents were involved in classroom visits and group meetings.

Fiscal Year	Parent Advisory Council Members	Classroom Visits	Group Meetings
1971	5,021	32,871	52,419
1972	5,243	32,741	55,277
1973	6,169	37,706	59,276
1974	6,365	38,192	59,186

Fiscal Year	Advisory Council Members	Classroom Visits	Group Meetings
1971	19,527	33,877	52,419
1972	17,323	32,533	55,277
1973	23,685	39,828	76,653
1974	24,852	47,250	82,236

Reading Progress

Per Ten Months of Instruction*



*Based on standardized test scores and prorated as necessary

Student Progress

Only children who have specific educational needs are selected for the over-and-beyond instruction provided through Title I. *Children making average and above average progress in the regular classroom are not eligible and do not participate.* These are key Title I guidelines and should be kept in mind as information about academic progress is studied.

Statewide 86,083 students received Title I reading instruction during the regular 1973-74 school year. Of these, eighty percent made an average gain of over six months. This includes fifty-seven percent who gained eleven months or more and thirty-eight percent who gained fifteen months or more.

Summer terms are usually six weeks or less in length, compared with thirty-six weeks for most regular term programs. Even in these few weeks, seventy percent of the 24,097 students receiving reading instruction were in the "some improvement" range or above.

Apparent reasons for the success of Title I during fiscal 1974 include:

- Concentrated efforts by participating school districts to serve selected educationally disadvantaged children living within identified target areas.
- Meaningful involvement of parents in advisory and planning roles.
- Carefully planned instructional services designed to bring about academic change.
- Emphasis on well prepared teachers rather than on materials and equipment.
- Emphasis on diagnostic-prescriptive instruction rather than group instruction.

Title I Challenges

The information illustrated above provides concrete evidence that *Title I is working in Ohio.* Much more must be done, however, before the instructional needs of the state's many educationally disadvantaged children are met.

Several courses of action by school administrators are indicated to assure Title I's future:

- Use available funds prudently.
- Seek ways to motivate more youngsters to improve their academic skills.
- Challenge teachers to think positively as they work with youngsters who have fallen academically behind their classmates.
- Encourage parents and educators to work together to plan and carry out instructional activities which help children catch up or at least hold their own.
- Convince legislators and the public through the development of interesting publications and audiovisual presentations that Title I helps children.

Concerned citizens must also recognize the scope of the problem and convince their congressmen that:

- Title I has helped millions of children improve their ability to read and to be successful in school.
- Much remains to be done to help millions of other educationally disadvantaged children.
- Local school districts and states cannot solve the problem alone.
- Grant awards to states must be made on a predictable basis so that plans can be made in advance and extra instruction provided consistently.
- The level of federal funding must be increased if the magnitude of the problem is to be lessened.

Special Programs for Migrant Children

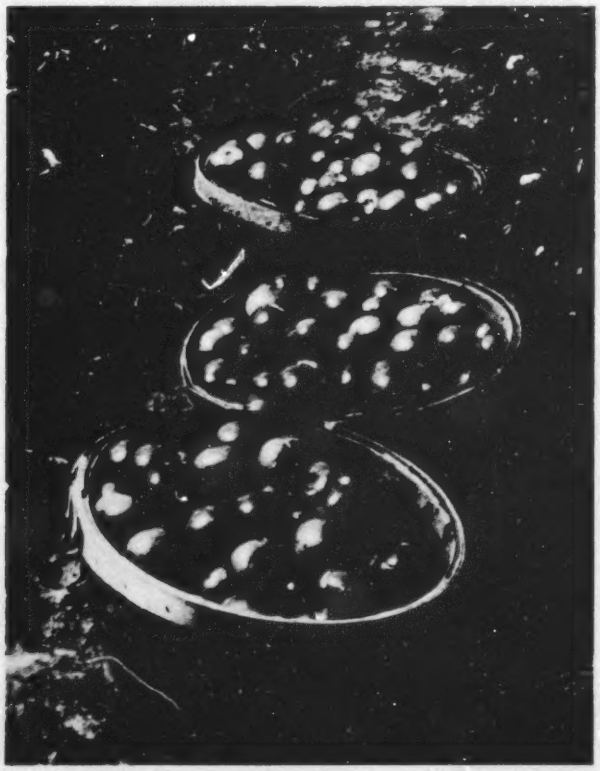
Educational programs for children of migratory agricultural workers are funded through special provisions in Title I of the Elementary and Secondary Education Act. In fiscal 1974, thirty-two Ohio school districts participated and over 4,000 children were enrolled. Scheduling varied because of differences in crops and in harvest schedules. Twenty-six districts provided regular school year instruction and seventeen conducted summer classes.

Ohio's migrant educators emphasize helping children develop English communication skills. Oral language, in particular, is stressed.

Five-Year Summary of Grant Awards

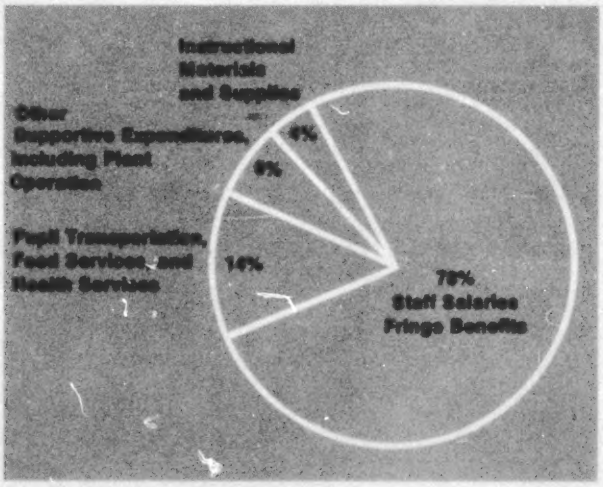
During the past five years, the funds available for educational services for migrant children in Ohio have gradually increased from $990,000 to nearly $1,500,000.

Fiscal Year	Grant Award
1970	$ 990,157
1971	1,060,771
1972	1,217,453
1973	1,394,026
1974	1,479,833



Expenditures by Major Categories

Seventy-six percent of the money used for migrant education in fiscal 1974 went for staff salaries and fringe benefits. Because of the nature of migrant education, supportive expenses tend to run higher than in other Title I programs. The three most costly supportive services—transportation, food, and health services provided during the summer months—accounted for fourteen percent of all expenditures.



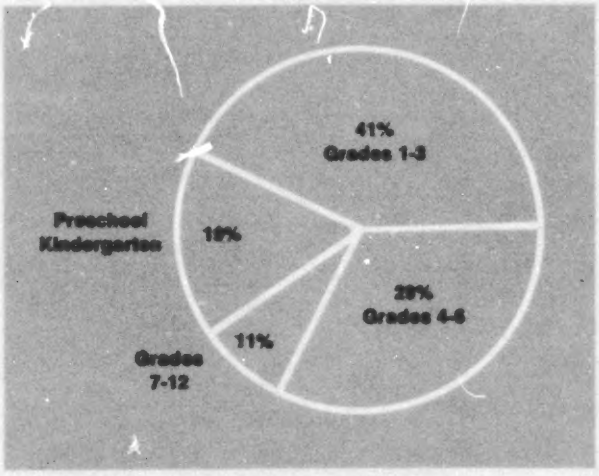
Programs and Participants

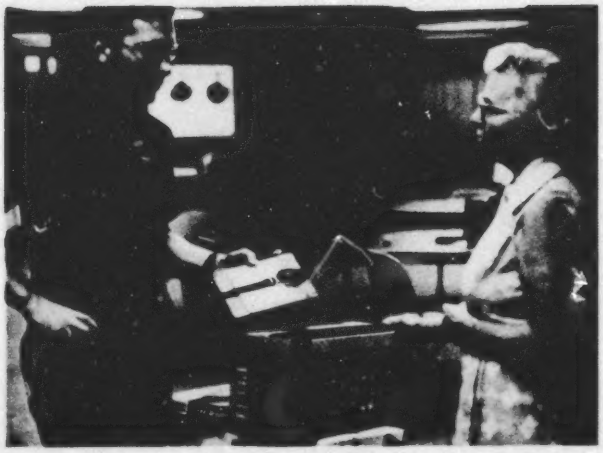
Only thirty-two of Ohio's 617 school districts were involved in migrant education in fiscal 1974. For the second year in a row, weather conditions adversely affected crops and fewer students enrolled than were expected.

Fiscal Year	Programs	Participants
1970	29	4,873
1971	31	4,900
1972	33	6,328
1973	33	5,555
1974	32	4,548

Participants by Grade Ranges

In fiscal 1974, seventy percent of the migrant youngsters receiving Title I instruction were enrolled in grades one through six. Another nineteen percent were in preschool or kindergarten.





Progress and Accomplishments

A major accomplishment of fiscal 1974 was the opening of a migrant education center at Leipsic. As a result, the quality and quantity of supportive services available to migrant teachers and administrators around the state improved significantly. Responsibilities handled by the staff included:

- Screening instructional materials for appropriateness of use in migrant classrooms and loaning selected samples to teachers for trial use.
- Distributing films for use with migrant children.
- Making inservice presentations and conducting classroom demonstrations to help teachers improve oral language instruction.
- Surveying areas of the state where migrant workers are employed to determine if new programs might be needed in fiscal 1975.

Other migrant education highlights and evidence of progress in fiscal 1974 were as follows:

- Eleven inservice workshops or meetings were held for various groups including administrators, teachers, transfer record clerks, school and clinic nurses, and recruiters.
- Twenty-one interstate teachers, many of them from the Rio Grande Valley of Texas, were employed to provide greater continuity between receiving and home base states.
- Teachers and nurses received valuable educational and health data through the national migrant student record transfer system.
- One joint vocational school began offering evening classes in auto mechanics and secretarial skills to migrant youth.
- Extended day scheduling was added in two school districts, meaning that parents could work earlier and later in the fields and know that their children were cared for.
- One district moved to a nongraded open classroom concept so that students could work at the level at which each could function most successfully.

Special Programs for Handicapped Children in State-Operated Schools

The Elementary and Secondary Education Act, as amended, provides funds for programs designed to meet identified educational needs of handicapped children in state-operated schools. Two agencies in Ohio—the Department of Mental Health and Mental Retardation and the Department of Education—qualify for funds.

In fiscal 1974, the Department of Mental Health and Mental Retardation provided Title I services to about 7,000 youngsters. As has been possible since fiscal 1966, participants included mentally retarded youngsters in residence at Apple Creek, Columbus, Gallipolis, and Orient state institutions. Title I services through the years have also been provided to emotionally disturbed youngsters under treatment in Columbus, Dayton, Hawthornden, and Sagamore Hills psychiatric hospitals and at St. Vincent Childrens Center. For the first time, services were also provided to more than 5,000 trainable mentally retarded children in schools operated by authorized county boards of retardation under the auspices of the Ohio Department of Mental Health and Mental Retardation.

For the ninth consecutive year, the Ohio Department of Education provided Title I services to about 500 children in residence at the Ohio School for the Blind and the Ohio School for the Deaf.

Fiscal Year	Participants
1970	2,213
1971	1,792
1972	1,999
1973	2,142
1974	7,435

Instructional Activities

Instructional activities for these handicapped children were quite varied. Institutionalized mentally retarded youngsters were involved in language development experiences, sheltered workshop training, and physical development. Special instruction was provided for 37 mentally retarded children who were also deaf. Instruction for hospitalized emotionally disturbed children was primarily directed toward improvement of reading and math skills.

New services provided to trainable mentally retarded children in schools operated through county boards of retardation included preschool training, speech training, physical development activities, and home instruction.

Title I activities at the School for the Blind included mobility training, speech therapy, and improved psychological services. Students at the School for the Deaf were provided speech therapy, work-study classes, and occupational counseling.

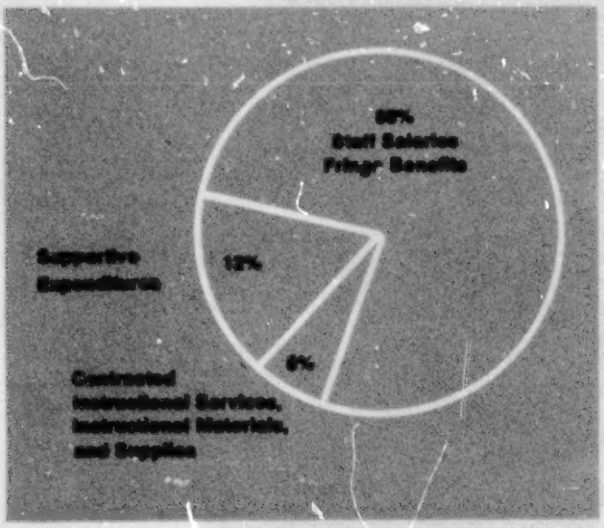
Five-Year Summary of Grant Awards

A significant change in funding for handicapped children took place late in fiscal 1973 when funds were allocated for trainable mentally retarded youngsters. Because of the late funding, these children could not be served within the year and funds were carried over for use in fiscal 1974. Fiscal 1974 funds were carried over for use in fiscal 1975.

Fiscal Year	Grant Awards
1970	$ 472,222
1971	568,584
1972	638,494
1973	4,560,804
1974	5,154,655

Expenditures by Major Categories

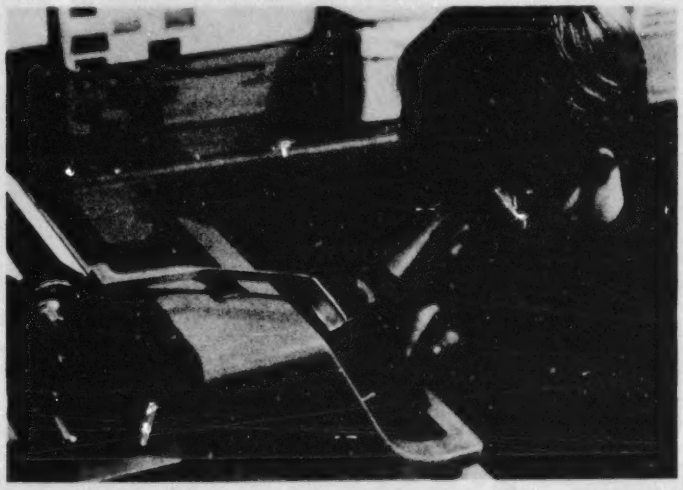
Eighty percent of the $3,600,000 spent in fiscal 1974 was used for staff salaries and fringe benefits. Because of the late funding in fiscal 1973 and the uncertainty of future grant awards, remaining funds were carried over for use in fiscal 1975.



Efforts and Achievements

The following are typical of Title I efforts and achievements related to handicapped children in state-operated schools:

- Several county boards of retardation conducted surveys to locate mentally retarded preschoolers and home-bound youngsters in need of training.
- Progress for trainable mentally retarded preschoolers includes taken-for-granted skills such as learning to crawl, sitting at a table, walking unassisted, toilet training, and communicating orally.
- At one school, older trainable mentally retarded youngsters learned to do such things as prepare frozen orange juice, make instant pudding, peel vegetables, sew on buttons, and iron simple garments.
- Parents of trainable mentally retarded youngsters were involved in many instances so that skills learned at school could be practiced and used at home.
- Twenty-seven visually handicapped students completed mobility training and are now independent travelers.
- Three one-week workshops were conducted by the Division of Mental Health and Mental Retardation for county and institution Title I staff.



Special Programs for Orphaned, Neglected, and Delinquent Children in State-Operated Schools

Through special provisions in Title I of the Elementary and Secondary Education Act, educational programs for orphaned, neglected, and delinquent children are conducted in state-operated schools. Eight accredited schools operated by the Ohio Youth Commission and the school at the Ohio Soldiers and Sailors Orphans Home at Xenia receive funds.

During fiscal 1974, the Ohio Youth Commission operated a year-round program designed to meet the most pressing educational needs of 1,102 delinquent youngsters. Emphasis was placed on remedial and developmental reading instruction. Other Title I activities included supplemental math instruction, tutorial services, and educational counseling. Re-entry services aided approximately 200 students making the transition from OYC institutions back to three of Ohio's metropolitan areas.

The Ohio Soldiers and Sailors Orphans Home used its 1974 Title I funds to provide 193 orphaned and neglected residents extra reading and math instruction, tutorial assistance, and speech therapy. Supportive activities included development of motor coordination, perceptual training, and psychological services.

Fiscal Year	Participants
1970	2,370
1971	2,641
1972	1,515
1973	1,045
1974	1,295

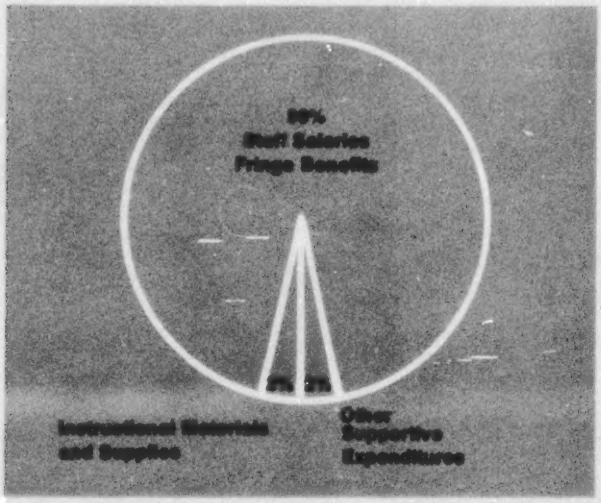
Five-Year Summary of Grant Awards

Funds available for special educational programs for orphaned, neglected, and delinquent youngsters in state-operated schools have ranged from $757,000 in 1970 to $1,073,000 in 1973.

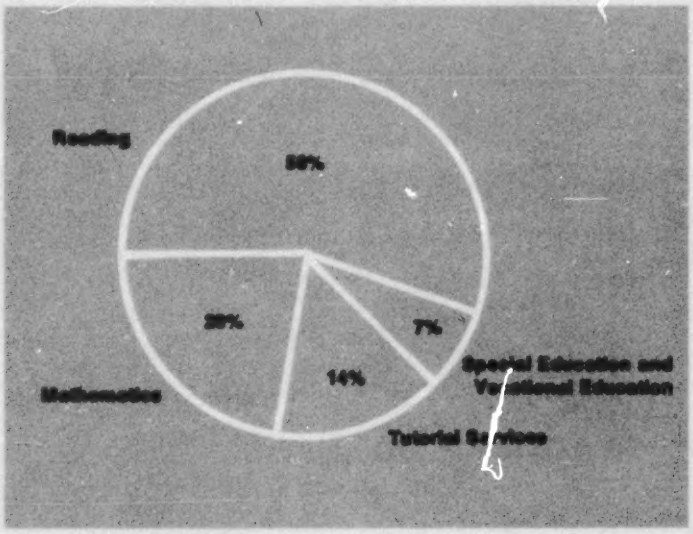
Fiscal Year	Grant Award
1970	$ 757,025
1971	896,879
1972	981,325
1973	1,073,130
1974	967,395

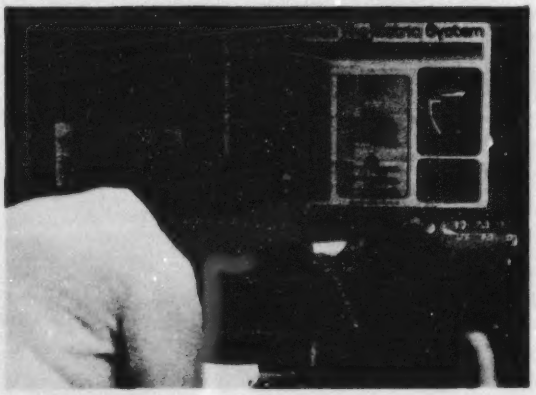
Expenditures by Major Categories

During fiscal 1974, ninety-six percent of all expenditures were for staff salaries, fringe benefits, and related services including inservice education. This includes salaries of persons conducting re-entry services in the Canton, Cleveland, and Columbus areas, as well as Title I personnel at the nine institutional schools.



Expenditures can also be categorized by major instructional areas. Of the $967,000 used in fiscal 1974, fifty-nine percent was directed toward reading instruction. Another thirty-four percent was divided between mathematics and tutorial services. Remaining expenditures were in two areas—special education and vocational education.



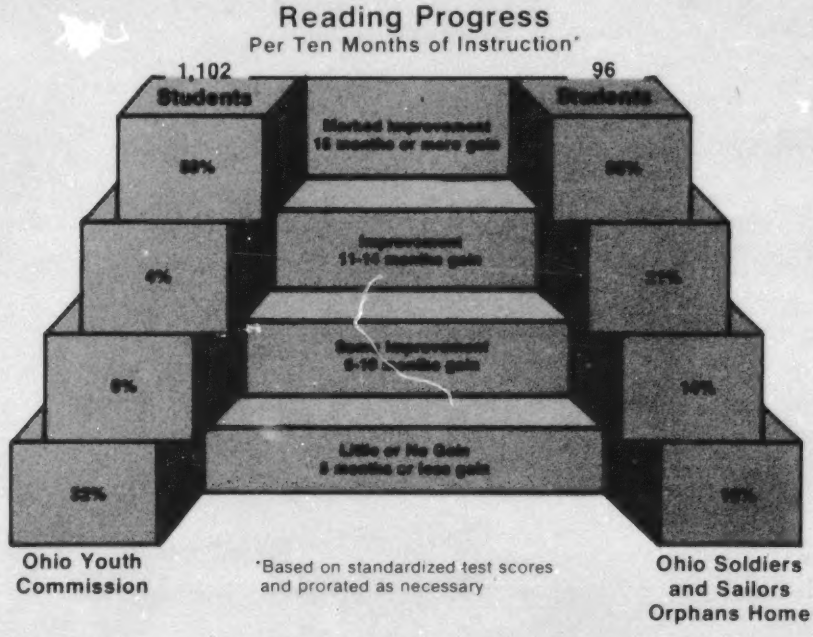


Student Progress

The overall objective of Title I reading instruction is to help each child improve in each step of this vital process. To evaluate the effectiveness of this instruction, standardized tests are used to check students' skills when they begin instruction and again when instruction ends.

All 1,102 Title I participants in schools operated by the Ohio Youth Commission were involved in reading activities. Of these, sixty-eight percent made an average gain of over six months. This includes fifty-eight percent who gained fifteen months or more.

A total of ninety-six students at the Ohio Soldiers and Sailors Orphans Home received reading instruction. Of these ninety percent were in the "some improvement" range or better.



Grants for Library Resources and Instructional Materials

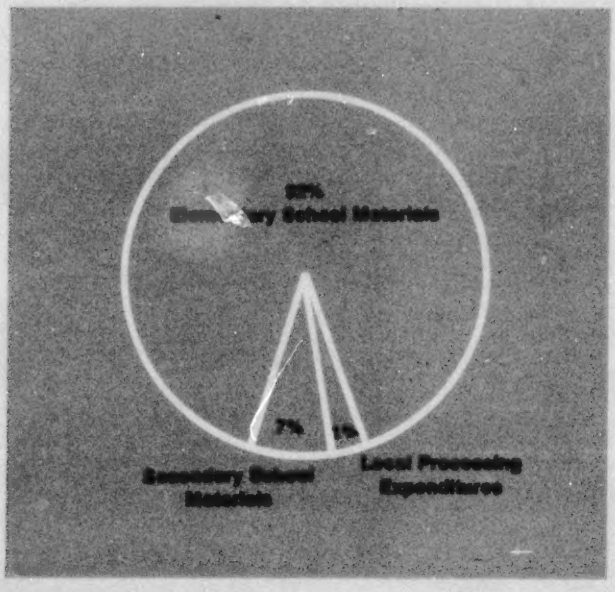
Title II in the Elementary and Secondary Education Act strengthens and improves educational opportunities by providing funds for library resources and other instructional materials.

In the last five years, over 3,200 Title II projects have been approved and more than $20,000,000 made available to Ohio school districts.

Fiscal Year	Projects Approved	Grant Award
1970	650	$2,122,499
1971	655	3,995,291
1972	650	4,500,534
1973	660	5,018,691
1974	659	4,536,791

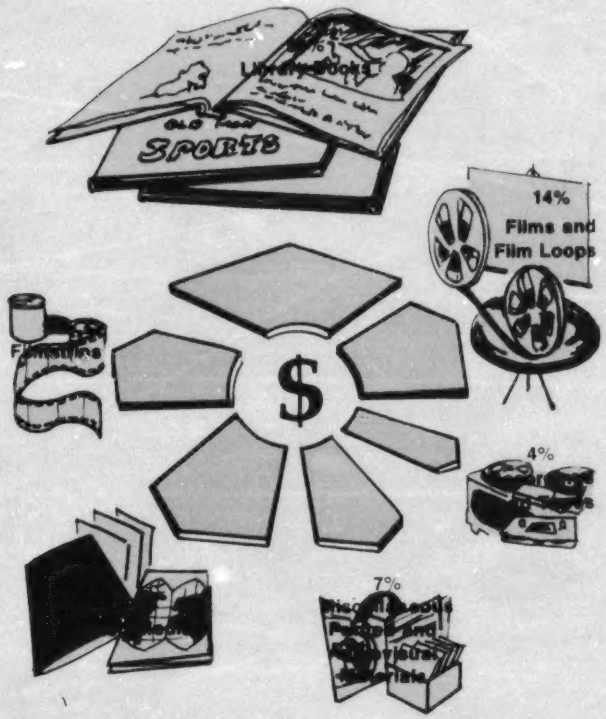
Expenditure Patterns

Ninety-two percent of the money available in fiscal 1974 was used to purchase library resources and other instructional materials for elementary school use. Seven percent was for secondary school use. The remaining one percent went for local processing expenditures.



Purchasing Patterns

As in past years, more Title II dollars were spent for library books than for anything else. This and other 1974 purchasing patterns are shown below.

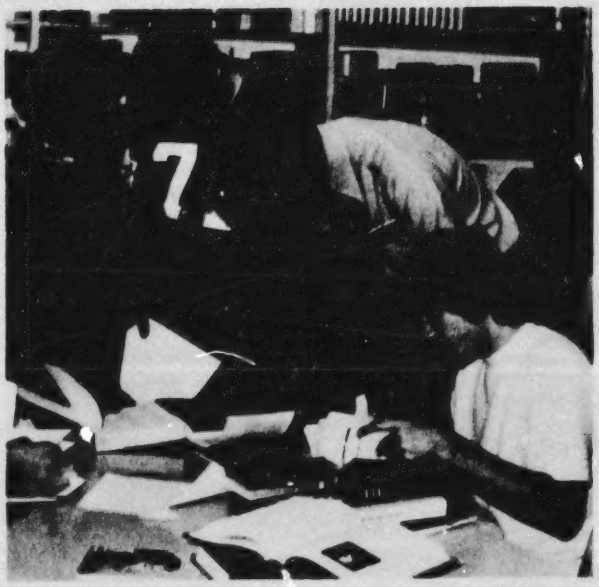


Program Impact

Title II is more than a source of funding for library books and audiovisual materials. One fringe benefit has been an increased awareness of the importance of library and media center services.

Through the years, special purpose grants have helped emphasize the place of instructional materials in improving educational opportunities in selected areas. In fiscal 1974, nine special purpose grant awards of $50,000 were made to each of Ohio's instructional media areas. The funds were used to purchase 2,300 films and other audiovisual materials, now available through twenty-five distribution centers.

At the state level, two publications were developed during fiscal 1974. A brochure entitled *Media Selection Policy* encourages the development and use of a locally written media selection policy. Another publication—*Title II, ESEA, and the Right to Read*–outlines the nature and scope of eighteen special purpose grants made with fiscal 1971-73 funds to support secondary reading instruction.



Programs for Strengthening the Ohio Department of Education

Strengthening the leadership capabilities of state educational agencies is the purpose of Title V of the Elementary and Secondary Education Act.

Five-Year Summary of Grant Awards

Since 1970, Title V funds made available to the Ohio Department of Education have averaged $1,200,000 annually.

Fiscal Year	Grant Awards
1970	$1,073,616
1971	1,096,447
1972	1,220,401
1973	1,583,248
1974	1,278,283

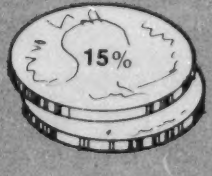
Expenditure Patterns

Services provided and expenditure patterns during fiscal 1974 are outlined below.

State-level leadership, including a comprehensive study of teacher education, development of specialized curriculum materials, provision of legal services, and coordination of federal grant programs.

Consultative services to Ohio school districts in urban education, state-funded programs for disadvantaged pupils, special education, adult education, art, English, music, physical education, social studies, pupil transportation, and school district organization.

Internal support for fiscal control, collection and processing of data, graphic arts production, and communications.

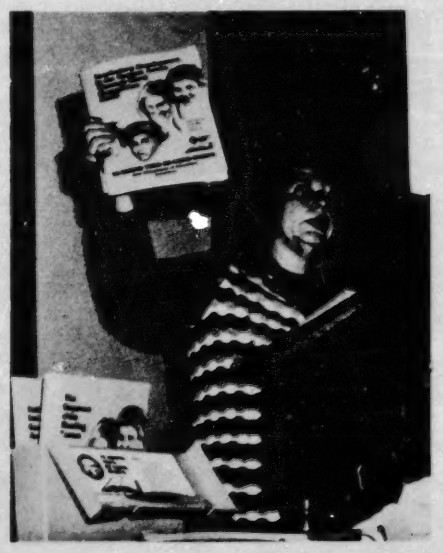


Evaluation of elementary and secondary schools; certification of school personnel and review of teacher education provided by Ohio colleges and universities.

Fiscal 1974 Highlights

Title V funds help the Ohio Department of Education improve leadership and consultative services provided to the state's 617 school districts in numerous ways. Noteworthy fiscal 1974 activities, supported in whole or in part with Title V funds, included:

- Standards to redesign teacher education were developed and adopted by the State Board of Education.
- *Teaching Teen Reading Series*, a series of nine curriculum guides, was prepared to help intermediate and secondary teachers do a better job of teaching reading.
- A mock elections guide was developed for use by social studies teachers.
- Legal services were provided in conjunction with ten court suits involving dissolution of small districts, transfer of territories, and civil rights.
- Through a series of state-wide conferences and regional workshops, 384 urban school districts were helped to establish needs assessment procedures.
- Technical assistance was provided to districts eligible for disadvantaged pupil program funds.
- Consultative services were supported in the areas of school psychology and instruction for children who are academically gifted, educable mentally retarded, or physically handicapped.
- In the area of pupil transportation, a rider-safety kit was developed and field tested.
- *Margin of Excellence*—a three screen, multi-media presentation on the responsibilities of the Ohio Department of Education—was produced.
- Over 90,000 applicants for teacher certification were processed.
- A two-day inservice meeting was held for all members of the department's professional staff. Scenes from this event illustrate this section.



Adult Basic Education

ABE, as Adult Basic Education is known, is designed primarily for persons sixteen years of age or older who have less than an eighth-grade education or its functional equivalent. Students may also work toward a high school or general equivalency diploma. Highlights for fiscal 1974 included:

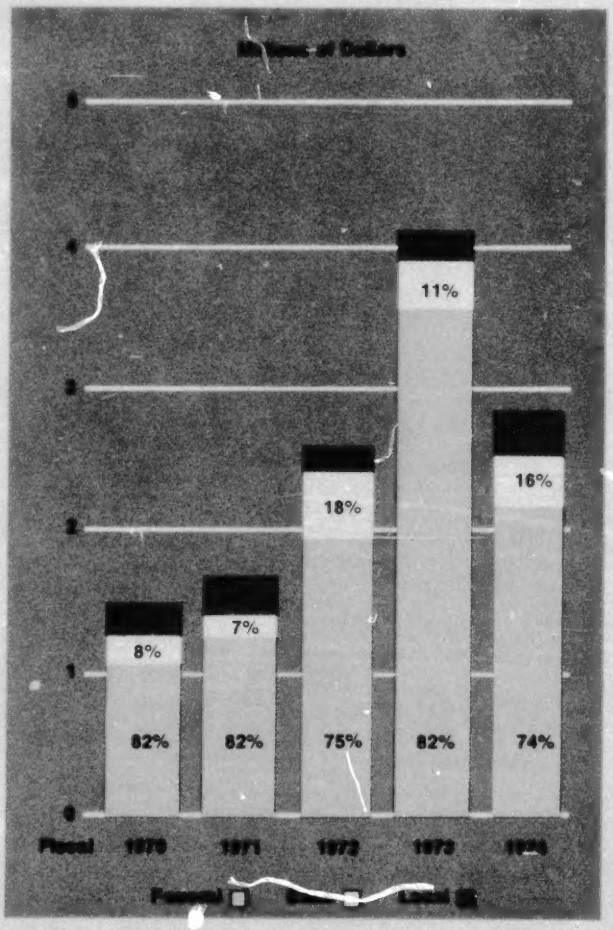
- Enrollment rose from 23,392 students in fiscal 1973 to 27,967 in fiscal 1974, an increase of approximately twenty percent.
- Enrollment of students learning English as a second language went from 706 in 1973 to 1,714 in 1974, an increase of 143 percent.
- More than 11,000 students studied in learning centers rather than formal classroom settings, an increase of thirty percent over the number reported for fiscal 1973.
- Outreach efforts included home instruction in a multi-county Appalachia area, instruction for inmates in correctional facilities, and classes for youths sixteen and older in drug rehabilitation centers.
- Over 50,000 state-developed recruitment brochures were distributed to program directors and to cooperating agencies, businesses, and industries. Design-coordinated easels and posters were also provided.
- Approximately 5,000 students were referred to ABE by community agencies, businesses, and industry—a significant indication of interagency linkage.
- Eleven state-level or regional inservice education meetings or workshops were held, with attendance at each ranging from 20 to 111.

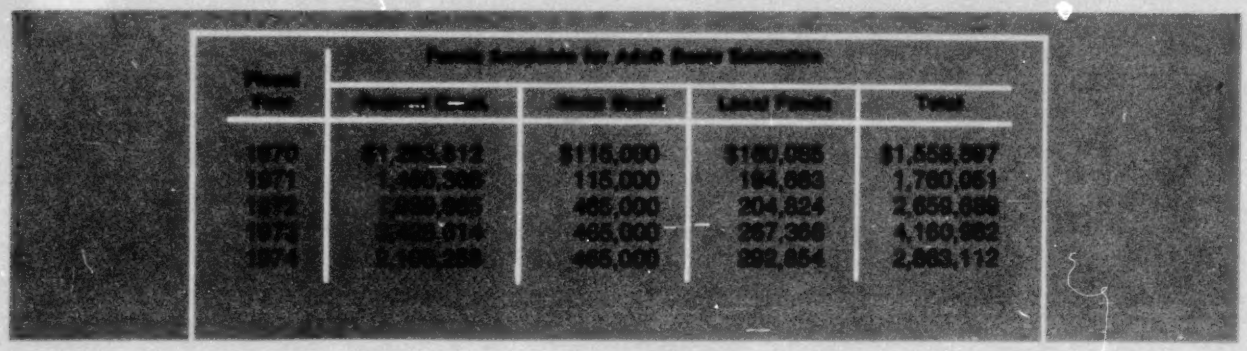
Five-Year Summary of Funds Available

ABE funds come from three sources: federal, state, and local. Ohio's federal grant for ABE in fiscal 1974 was reduced by over $1,300,000. In spite of this, operations for the year actually increased. This was possible for three reasons:

- Funding in fiscal 1973 was late, and over $1,500,000 was carried over for use in fiscal 1974.
- The Ohio Department of Education, aware that funding for fiscal 1974 would be late and might be reduced, encouraged districts to be frugal in their use of both 1973 and 1974 funds.
- Even in a year when school funds and contributions by cooperating agencies were hard to come by, local contributions increased $24,000.

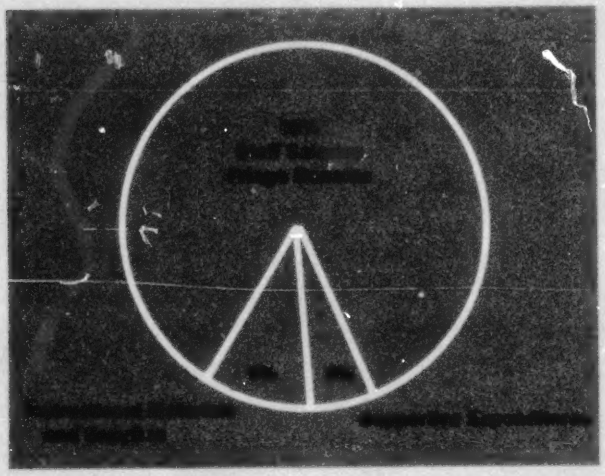
Federal guidelines require that at least ten percent of all funds for Adult Basic Education come from either state or local sources. In 1974, Ohio exceeded this requirement by sixteen percent.





Expenditures by Major Categories

During fiscal 1974, eighty-five percent of the money available for ABE was used for salaries and related benefits. Nine percent was used for instructional materials geared to adult interests and for consumable supplies. The remainder was used for supportive expenditures.

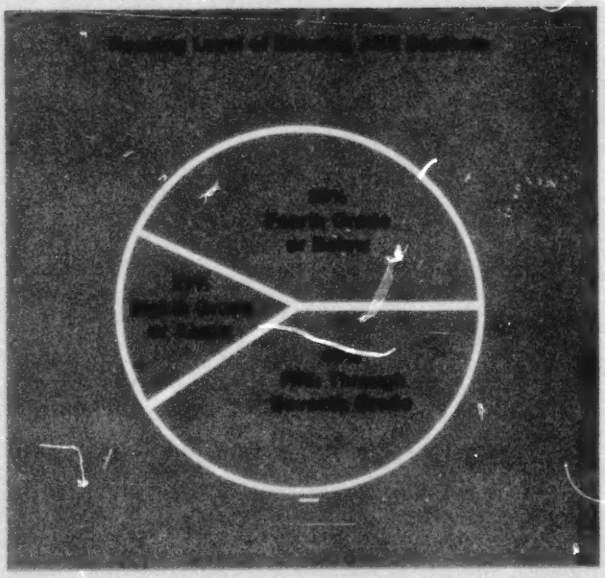


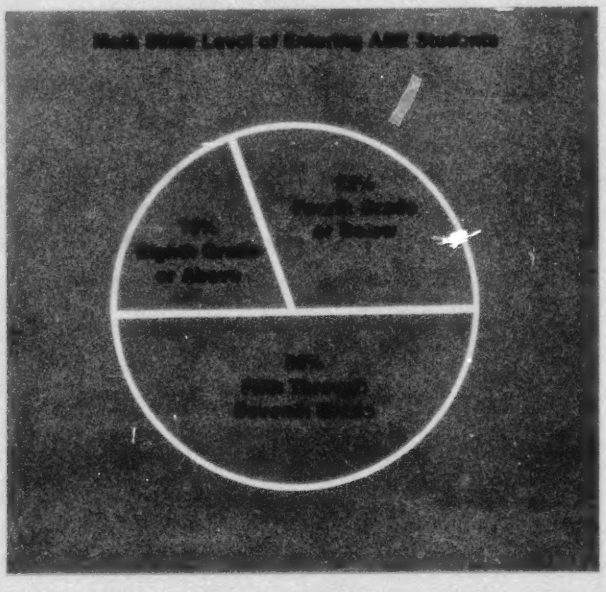
Programs and Participants

A total of 113 programs were funded in fiscal 1974. Enrollment was at an all-time high, with a forty-one percent increase since fiscal 1970.

Fiscal Year	Programs	Enrollment
1970	84	19,613
1971	96	20,939
1972	101	23,418
1973	111	23,392
1974	113	27,567

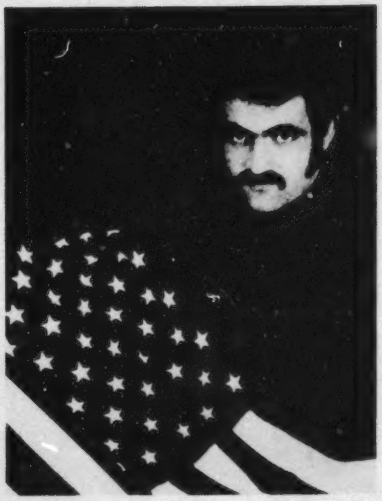
Recruitment efforts in Ohio are targeted toward adults having basic academic skills at the fourth grade level or below. As shown at the right, about one-third of the students entering ABE in fiscal 1974 were in this achievement range in either reading or math or in both.



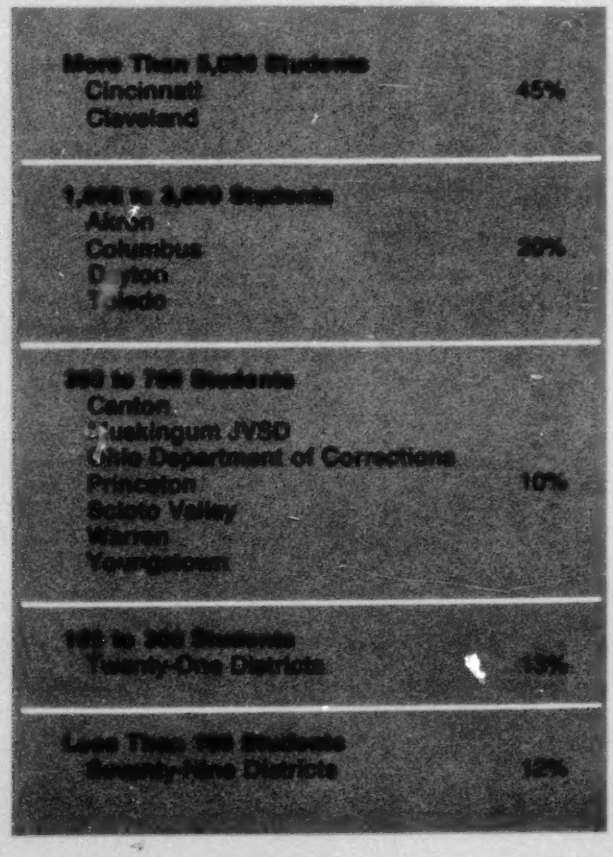


No significant shifts in enrollment patterns took place between fiscal 1973 and fiscal 1974, even though the number of enrollees increased by nearly twenty percent. Over a five-year period, a very encouraging aspect of enrollment patterns is the increase of students in the 16-24 age range. Persons in this age range have the most employable years ahead of them and tend to be extremely difficult to recruit.

Fiscal Year	Enrollees	Sex		Age Ranges					
		Male	Female	16-24	25-34	35-44	45-54	55-64	65+
1970	16,613	47%	53%	24%	27%	26%	14%	6%	3%
1971	20,939	43	57	28	27	24	13	6	2
1972	23,418	40	60	33	31	19	10	4	3
1973	23,392	39	61	40	27	16	9	5	3
1974	27,967	38	62	40	27	15	11	4	3



As might be expected, ABE programs vary considerably in size. Cleveland had 7,113 students in fiscal 1974 and Cincinnati had 5,249. Four other cities—Akron, Columbus, Dayton, and Toledo—each served between 1,000 and 3,000 students. Percentages of students served in these and smaller programs are shown below.



No matter where a person lives in Ohio, ABE is nearby—probably less than 30 minutes away.

Interagency Cooperation

Through the years, cooperation with business, industry, and other government agencies has become increasingly important. In fiscal 1974, Model Cities committed $40,000 and WIN (Work Incentive Program) provided over $9,000 to ABE. The Bureau of Employment Services referred over 1,800 students and the Neighborhood Youth Corps referred over 700. Businesses, churches, and various community agencies augmented local ABE operations by making student referrals, providing facilities, or furnishing other supportive services.

Participant Progress and Accomplishments

Specific indications of student progress or personal accomplishment reported for fiscal 1974 include the following:

3,677	enrolled in a more advanced education or training program.
1,545	passed the GED test or received a high school diploma.
1,076	obtained a job as a result of experience gained in ABE.
668	changed to or were upgraded to a better job as a result of ABE.
632	received a driver's license.
533	registered to vote for the first time.
515	enrolled in a high school diploma program.
422	received an eighth-grade diploma.
217	received U.S. citizenship.

Beyond the above accomplishments, 636 ABE students were able to discontinue their dependence on public welfare—a potential savings to the state of nearly $4,000,000 annually.

Adult Basic Education truly illustrates one of the many ways Ohio is using federal, state, and local resources to help its residents help themselves.

Public Laws 81-874 and 81-815

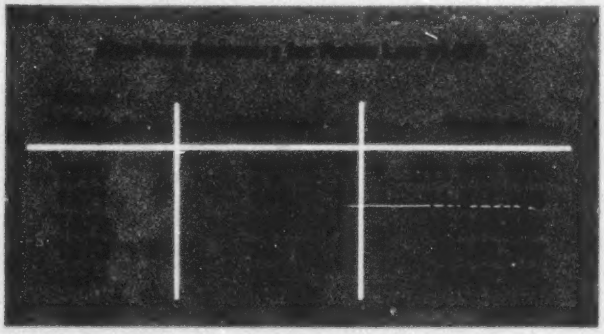
Public Laws 81-874 and 81-815 provide aid to districts on which activities of the U.S. Government place a financial burden. Amendments provide financial assistance to school districts affected by major natural disasters. The state educational agency acts as liaison. The U.S. Office of Education processes applications, determines priorities and payments, and pays funds directly to local school districts.

Funds for Maintenance and Operation of Schools

Public Law 81-874 provides funds to school districts affected by (1) a loss of revenue from taxable real property acquired by the federal government, (2) provision of public education to children who live on federal property or whose parents are employed on federal property, or (3) a sudden, substantial increase in school attendance as a result of federal activities.

School districts determining they are eligible for assistance—in most instances those in which three percent or more of the students affected by federal activities—apply for funds and receive partial payment early in the school year. No matching funds are required and final payments are made after end-of-year reports are submitted. Funds received may be used for any purpose authorized by Ohio law.

In fiscal 1974, eighty school districts in nine counties—Clark, Cuyahoga, Franklin, Greene, Hamilton, Licking, Lorain, Montgomery, and Ross—got ninety percent of Ohio's Public Law 81-874 receipts. The remainder was shared by fifty-five districts in twenty-six counties.

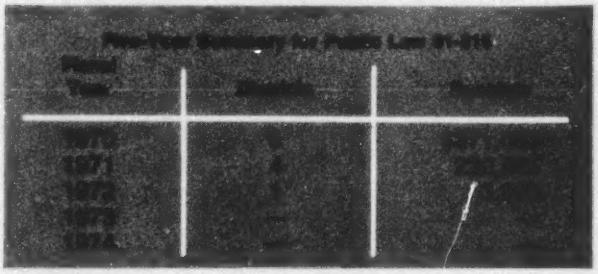


Funds for Construction of School Facilities

Public Law 81-815 authorizes financial assistance for construction of urgently needed minimum school facilities in districts having substantial increases in school membership as a result of new or increased federal activities.

Facilities to be constructed may include regular and special classrooms and other instructional areas. The funds may also be used to purchase initial equipment and machinery for approved facilities.

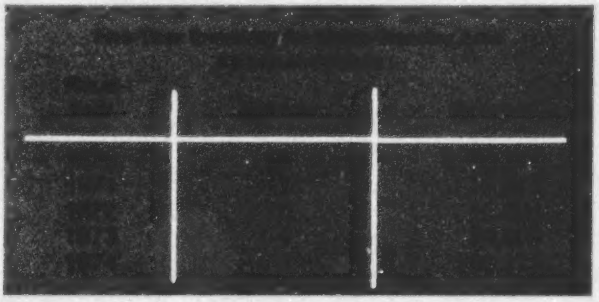
During the past five years, minimal funds have been made available for construction of school facilities. For two years, no Ohio districts have been eligible for assistance.



Funds for Schools Affected by Major Disasters

Amendments to Public Laws 81-874 and 81-815 provide financial assistance for the repair or replacement of damaged facilities and for operation of public elementary and secondary schools in areas affected by major natural disasters. Payment is made to the district after repairs are made or replacements purchased.

In fiscal 1974, schools in four districts were affected by major storms or floods. The most serious damage occurred in Xenia. Six of the district's eleven school buildings—including the high school shown below—were severely damaged or destroyed by a tornado which devastated the area on April 3, 1974.



Grants to Improve Instruction in Designated Curriculum Areas

Title III of the National Defense Education Act makes funds available to eligible educational agencies on a 50-50 matching basis for materials and equipment to improve instruction in seven curriculum areas listed on the right.

Fiscal Summary

In fiscal 1973, NDEA Title III funds were authorized by Congress under a continuing resolution but not released until January, 1974. This meant that school districts received funds for two years within a two-month period.

Fiscal Year	Projects Approved	Grant Amount
1971	843	$2,360,176
1972	859	2,404,452
1973	704	2,004,955
1974	642	1,379,228

The funds made available in fiscal 1973 and fiscal 1974 were used among the approved curriculum areas as follows:

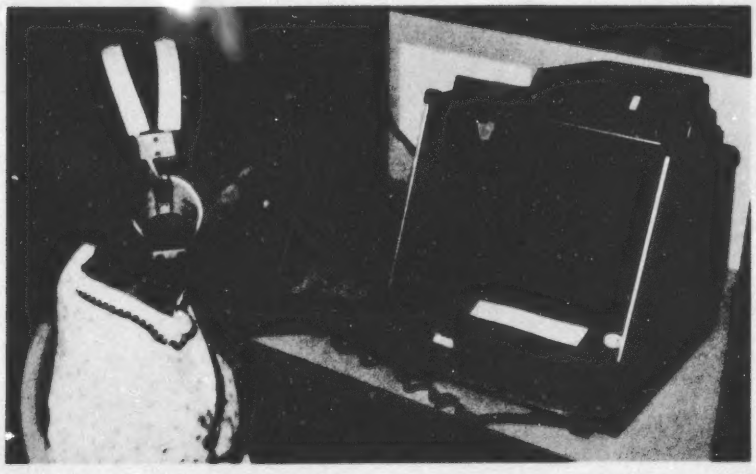
Curriculum Area	Fiscal 1973	Fiscal 1974
English and Reading	28%	31%
Natural Sciences	23	16
Social Studies	20	15
Industrial Arts	11	8
Arts and Humanities	9	9
Mathematics	6	4
Modern Foreign Languages	2	3

Program Impact

The overall impact of NDEA Title III is not limited to an increase of equipment and materials. A major over-and-beyond value is a more acute awareness of the importance of planning before purchase.

State-level concerns during fiscal 1974 included:

- Providing technical assistance to school administrators preparing project applications or submitting reimbursement claims.
- Reviewing and approving projects for both fiscal 1973 and 1974.
- Handling reimbursement claims related to grants awarded during previous fiscal years.
- Helping local administrators establish appropriate inventory procedures.



Division of Federal Assistance
Fiscal 1974 Financial Summary

ESEA Title I

Basic grant to meet educational needs of disadvantaged youth	[illegible]
Special grant to meet educational needs of migrant children	1,479,833
Special grant to meet educational needs of mentally retarded, emotionally disturbed, deaf, and visually handicapped children in state-operated schools	5,154,658
Special grant to meet educational needs of orphaned, neglected, and delinquent children in state-operated schools	967,395
Total	[illegible]

ESEA Title II

Grant for library resources and other instructional materials	4,836,791
Total	4,836,791

ESEA Title V

Grant to strengthen the Ohio Department of Education	1,378,286
Total	1,378,286

Adult Basic Education

Federal grant for Adult Basic Education	2,105,258
State grant for Adult Basic Education	486,000
Local support for Adult Basic Education	292,854
Total	2,884,112

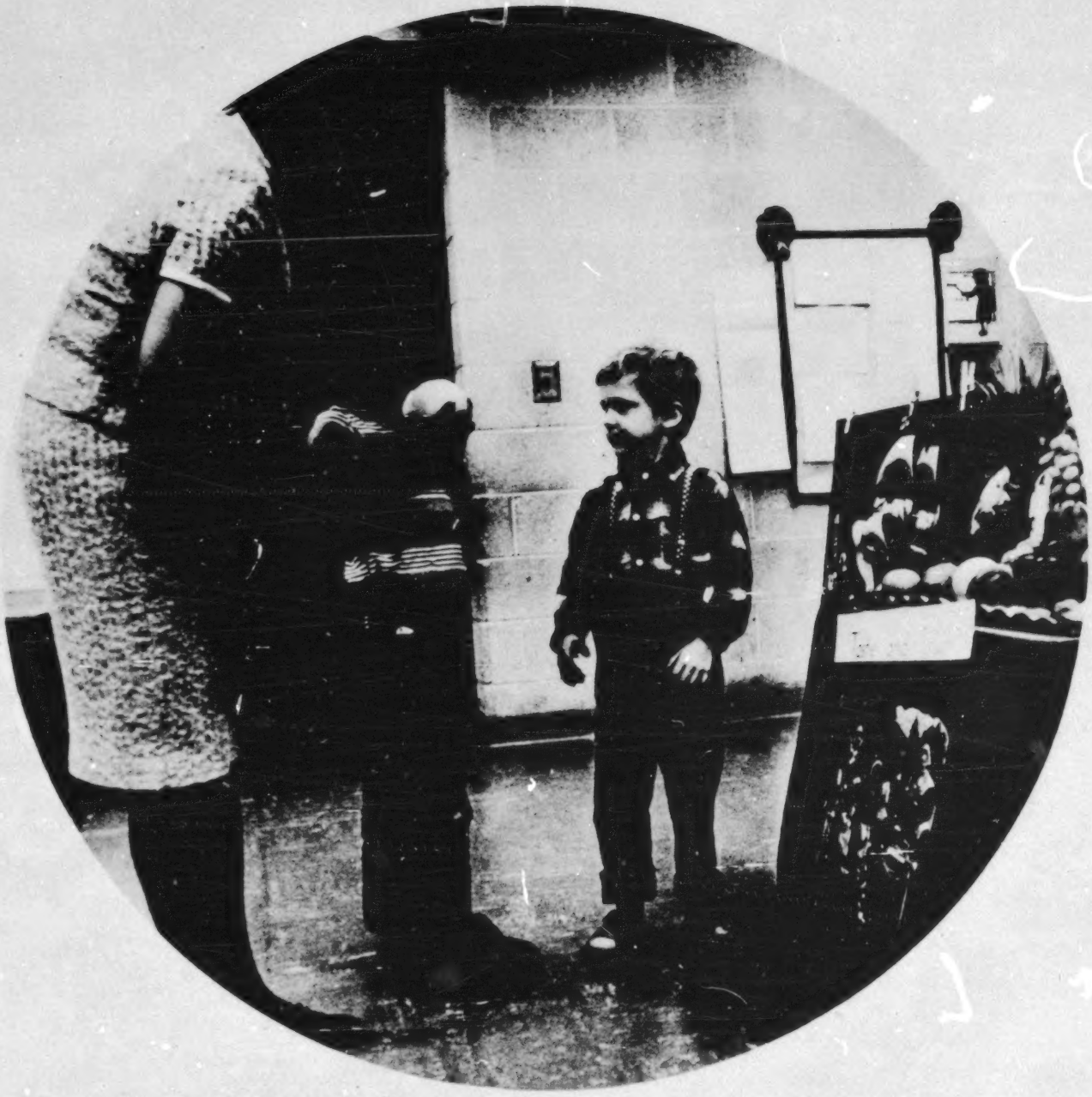
Public Laws 81-874 and 81-815

Maintenance and operation of schools in federally affected districts	[illegible]
Assistance to schools affected by major national disasters	685,376
Total	10,537,376

NDEA Title III

Grants for materials and equipment to improve instruction in selected curriculum areas	1,378,286
Total	1,378,286

Grand Total [illegible]



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Public school systems of Akron, Cincinnati, Cleveland, Columbus, Cuyahoga Falls, Eastwood, Elyria, Genoa Area, Greenville, Lima, Mansfield, Massilion, New Philadelphia, Scioto Valley, Springfield City, Toledo, Wellston, Xenia; Columbus State Institute; Ohio Department of Education; Ohio School for the Deaf; Ohio Soldiers and Sailors Orphans Home; Ohio Youth Commission; Starlight School, Licking County; Town and Country School, Clark County.

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